DOCUMENT RESUME

ED 318 876 CE 054 669

AUTHOR Black, Hartzel; And Others
TITLE Serving Economically Depressed Areas. Report 12.
INSTITUTION Illinois State Council on Vocational Education, Springfield.
PUB DATE 8 Mar 89
NOTE 23p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Compliance (Legal); *Economically Disadvantaged; Educational Needs; Employment Programs; Federal Legislation; Federal Programs; Job Training; Labor Force Development; Postsecondary Education; *Poverty Areas; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education
IDENTIFIERS *Carl D Perkins Vocational Education Act 1984; *Illinois

ABSTRACT

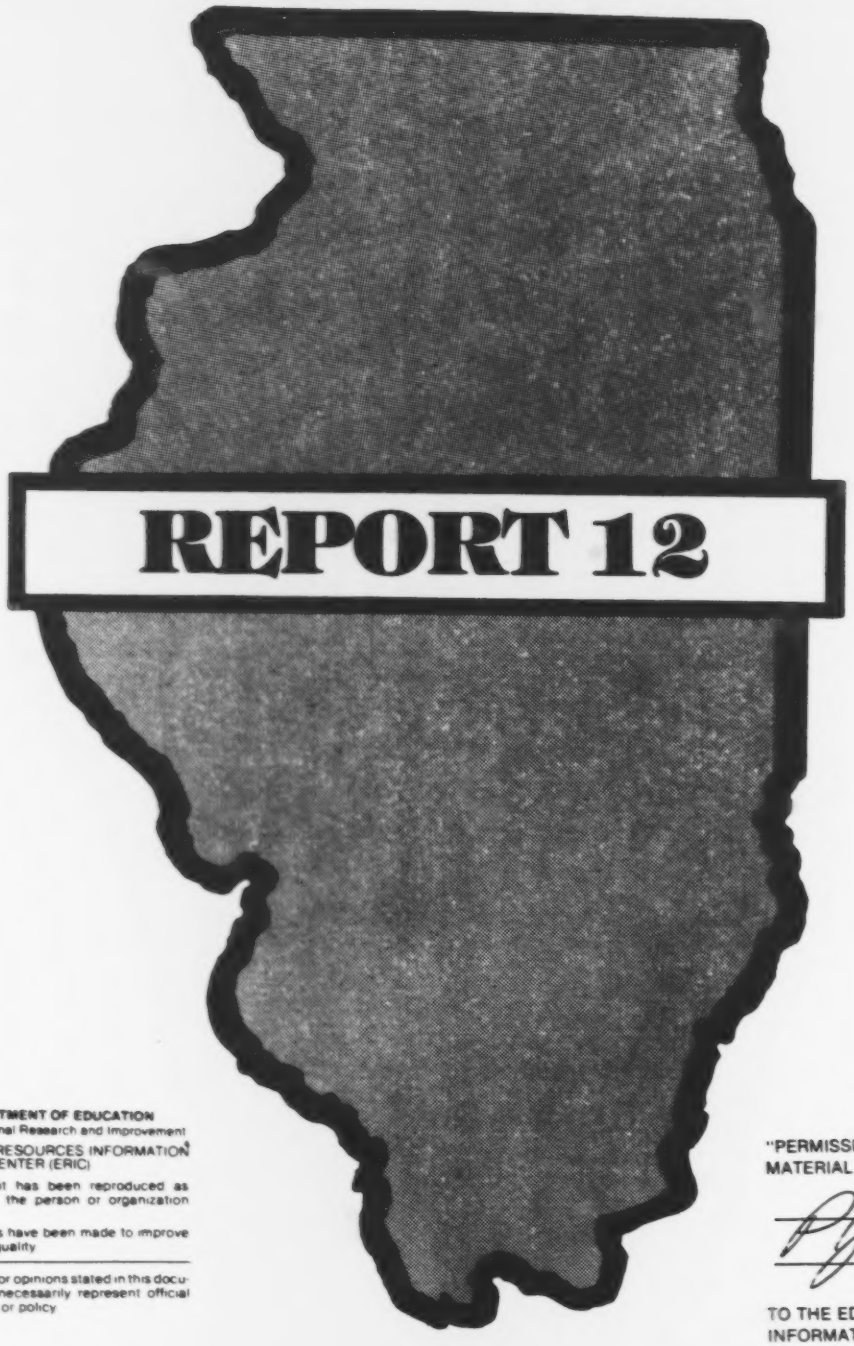
A study was conducted in Illinois to determine how effectively the vocational education system was meeting its responsibilities to serve persons in economically depressed areas under the terms of the Carl D. Perkins Vocational Education Act of 1984. State records showed that during fiscal year 1987, Illinois expended $982,956 of the $1,336,238 allocation for consumer and homemaking education programs in economically depressed areas. In fiscal year 1988, the amounts were $1,137,202 and $1,396,269, respectively. Illinois thus was in compliance with the requirements of the legislation. Effective programs and services, such as HITS (High Impact Training Services) programs and CHEP (Consumer and Homemaker Education) programs were identified. No evidence was found that efforts are being made by the State Board of Education to determine whether funds received from the Perkins Act are actually raising employment levels or improving the occupational competencies of citizens in the economically depressed areas. The study made recommendations to study the merits of targeting the most severely economically depressed areas of the state with special programs to determine the impact programs could have on decreasing unemployment and raising the occupational competencies of area citizens. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

Serving Economically Depressed Areas

ED318876



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Johnson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

CE 054 669

TECHNICAL REPORTS
1987-1988

Technical reports of the Illinois Council on Vocational Education in this series designed to fulfill the requirements of the Carl D. Perkins Vocational Education Act, 1984 include:

Report 1 ICoVE's REVIEW OF THE STATE PLAN FOR IMPLEMENTING EDUCATION FOR EMPLOYMENT IN ILLINOIS FY 89-90

Report 2 DIALOGUE WITH EDUCATIONAL LEADERS: IMPLICATIONS FOR POLICY

Report 3 ADVICE TO THE PRIVATE SECTOR

Report 4 DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

Report 5 ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

Report 6 EVALUATING VOCATIONAL EDUCATION PROGRAMS IN ILLINOIS

Report 7 PRIVATE-SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Report 8 IMPROVING VOCATIONAL EDUCATION QUALITY

Report 9 ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

Report 10 REDUCING THE LIMITING EFFECTS OF SEX-ROLE STEREOTYPING

Report 11 PREPARING AND MAINTAINING WORKERS

Report 12 SERVING ECONOMICALLY DEPRESSED AREAS

Report 13 SUPPORT SERVICES FOR STUDENTS

Report 14 CONSUMER AND HOMEMAKING EDUCATION

Report 15 JTPA 8% FUNDS

Report 16 ADEQUACY AND EFFECTIVENESS OF JTPA

Report 17 PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

Report 18 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

Report 19 EDUCATION FOR EMPLOYMENT: WHAT'S WORKING? WHAT'S NOT?
(Public Hearings Report)

Report 20 PROGRESS TOWARD IMPLEMENTATION OF THE EDUCATION FOR EMPLOYMENT POLICY
(A Survey Report)

Report 21 REGIONAL DELIVERY SYSTEMS: OPINIONS EXPRESSED BY BOARD MEMBERS AND ADMINISTRATORS (A Survey Report)

Report 22 EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

Report 23 PERCEPTIONS RE: ADEQUACY AND EFFECTIVENESS OF THE JTPA AND V.E. PERKINS ACT LEGISLATION IN ILLINOIS

Report 24 THE IMPACT OF STATE POLICY AND PRACTICES FOR EDUCATION FOR EMPLOYMENT

Report 25 CORRECTIONAL EDUCATION: A WAY TO STAY OUT (sub series)
- Monitoring and Evaluating the Services for Correctional Inmates (25A)
- Recommendations for Illinois with Supporting Statements (25B)
- Recommendations for Illinois and a Report of the Anderson Study (25C)

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

100 ALZINA BUILDING • 100 NORTH FIRST STREET • SPRINGFIELD, ILLINOIS 62702-5186 • PHONE 217/782-2892

GERALD W. SCHMIDT, Chair
Training & Public Affairs Manager
Caterpillar, Inc.
Aurora

PETER JOHNSON
Executive Director

CAROL J. MOELLMAN
Assistant Executive I

Robert M. Beckwith
Manager, Education & Small Business Departments
IL State Chamber of Commerce
Chicago

Hartzel L. Black
Dean, Correctional Education
Vienna Correctional Center
Vienna

Ronald Borelli
President
CBM Computer Center and James F. Cahill, and Co.
Peru

James E. Denny
Director, Organization/Human Resource Development
International Minerals and Chemical Corporation
Mundelein

Marie Malinauskas
Conference Coordinator
SIU, Div. Continuing Education
Carbondale

Ina Minsky
Career Counselor
Jewish Vocational Service
Skokie

Ronald C. Morehead
Field Representative
IL AFL-CIO Manpower Program
Bloomington

Dr. Joseph C. Piland
President
Highland Community College
Freeport

Gordon L. Ropp, Past Chair
State Representative
Bloomington

Valee L. Salone
Executive Director
Nia-Comprehensive Center for Developmental Disabilities
Chicago

Mary Beth Stine
Vocational Director
Flora High School
Flora

Gerald M. Sullivan
Secretary-Treasurer
Chicago Journeymen Plumbers' Local Union #130
Chicago

DATE: March 8, 1989

TO: Governor James R. Thompson
Lauro Cavazos, Secretary of Education
Elizabeth Dole, Secretary of Labor
Illinois State Board of Education
Illinois Job Training Coordinating Council

As mandated by the Carl D. Perkins Vocational Education Act of 1984, the Illinois Council on Vocational Education is charged with evaluating the vocational education delivery system of the State of Illinois.

This report, "Serving Economically Depressed Areas," along with Report #4, Distribution of Vocational Education Funds and Report #5, Access of Targeted Populations to Quality Vocational Education will certainly assist in determining which needs are unmet in economically depressed areas and which programs already in place are the most effective for raising employment in the State of Illinois.

It is crucial that the State Board review programs that have been highly successful to gain information that may be useful to other areas.

Sincerely,

Ina Minsky

Ina Minsky

Investing in People

An Equal Opportunity Employer

REPORT 12

SERVING ECONOMICALLY DEPRESSED AREAS

COMMITTEE MEMBERS
Hartzel Black
Ina Minsky
Valee Salone

Illinois Council on Vocational Education
100 North First Street
Springfield, Illinois 62702

1987-1988

CONTENTS

Preface v

FINDINGS. 1

Responsibilities of the State Board. 1
Illinois' Designated Areas 1
Economically Depressed Areas. . . . 2
High Rates of Unemployment. 3
Future Directions 3
Effective Programs and Services. 3
HITS. 4
CHEP. 5
Other Programs. 9
Assessing Impact 9
ICoVE Survey Results. 10

CONCLUSIONS 11

RECOMMENDATIONS AND SUGGESTED ACTIONS 13

Resources 15

ICoVE Membership

PREFACE

The Illinois Council on Vocational Education is mandated by the Carl D. Perkins Vocational Education Act to "evaluate the vocational education delivery system assisted under the Perkins Act, in terms of its adequacy and effectiveness in achieving the purposes of the Act." One of those purposes, the purpose being addressed by this report, states

> ***assist the most economically depressed areas of ... [the State] to raise employment and occupational competencies of its citizens. [Section 2 (6)]***

The State council is further required to "advise the Governor, the State board, the State job training coordinating council, the Secretary [of education], and the Secretary of Labor of these findings and recommendations."

Other reports in the ICoVE series of Technical Reports which address issues related to serving economically depressed areas include:

Report 4 Distribution of Vocational Education Funds (describes how areas designated as economically depressed are impacted by the funding formula).

Report 5 Access of Targeted Populations to Quality Vocational Education (assesses special programs and services provided to economically disadvantaged participants).

Data used in this report were obtained from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. Display and analysis of the data are ICoVE's. ICoVE also drew from its own studies, public hearings, and surveys.

FINDINGS

RESPONSIBILITIES OF THE STATE BOARD

The Carl D. Perkins Vocational Education Act requires that the State allocate more federal funds provided by the Act to eligible recipients in units of local government which are economically depressed or which have higher rates of unemployment than those that do not. States determine the appropriate eligibility requirement. Both urban and rural areas must be in receipt of funds [Section 113 (b) (5)].

Illinois is in compliance with this regulation. In fiscal year 1987, areas designated as economically depressed received $18,718,536 of the $32,686,201 allocated to Illinois under the Perkins Act. In fiscal year 1988, the economically depressed areas received $17,869,805 of $35,339,001.

In addition to the overall distribution of federal funds to assist in economically depressed areas, three other requirements of the Perkins Act give emphasis to the needs of low-income areas and/or individuals. Two references are for funds to serve special populations (Title IIA). The third is the distribution of funds allocated by Title III, Part B for Consumer and Homemaking Education Programs.

Funds allocated for programs serving special populations must have 50 percent of the amount available allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient, as compared to all eligible recipients within the State. The regulation applies to funding allocations for both the disadvantaged and the handicapped [Section 203 (a) (1) (b) (i) and Section 203 (a) (2) (B) (i)].

One-third of the funds distributed from Title IIIB for Consumer and Homemaking Education must be expended in economically depressed areas of the state or areas with high rates of unemployment. The purpose of these programs is to provide assistance to consumers to help improve home environments and the quality of family life [Section 312 (c)].

During fiscal year 1987, Illinois expended $982,956 of the $1,336,238 allocation for consumer and homemaking education programs in economically depressed areas. In fiscal year 1988, the amounts were $1,137,202 and $1,396,269, respectively. Illinois is in compliance with the requirement.

ILLINOIS DESIGNATED AREAS

Two types of information may be used to determine the economically depressed areas. One is the rate of low-income individuals and the other is the rate of unemployment.

Economically Depressed Areas

Areas of the state designated as economically depressed are those with rates of low-income individuals in excess of 20%. To determine the rate, the number of students in the eligible recipients who are receiving free or reduced lunch is used. In community colleges, the rate represents the percentage of students receiving Pell Grants.

The percentage of each type of eligible recipient (for vocational education funds from the Perkins Act) designated as economically depressed include:

43.3%	public school districts
44.1%	area vocational centers
71.8%	community college districts
20.0%	technical institutes
33.3%	state agencies

The percentage of the three primary types of eligible recipients that have a low-income rate in each 10 percent range are given in Table 1. All recipients with a rate above 20% are designated as economically depressed.

TABLE 1

LOW INCOME RATES OF PRIMARY ELIGIBLE RECIPIENTS

Range of Low Income Rates	Public School Districts	Area Vocational Centers	Community College Districts
Less than 20%	56.7%	55.9%	28.2%
20% up to 30%	29.0%	32.3%	17.9%
30% up to 40%	9.3%	11.8%	20.5%
40% up to 50%	2.1%	.0%	12.8%
50% up to 60%	1.6%	.0%	10.3%
60% up to 70%	.0%	.0%	7.7%
70% up to 80%	.4%	.0%	.0%
80% up to 90%	.4%	.0%	.0%
90% up to 100%	.5%	.0%	2.6%
TOTAL	100%	100%	100%

High Rates Of Unemployment

Recipients eligible for vocational education funds from the Perkins Act are designated as having high rates of unemployment if the rate is in excess of 6.2%.

Special projects and activities funded with allocations from the Perkins Act requiring minimum state expenditures to areas designated as economically depressed use the unemployment rate factor for making the determination. Unemployment rates are county-based. Most special project activities served areas larger than the school district boundaries.

During the FY 87 and FY 88 funding years, the percent of projects funded in areas of high unemployment reflected the following:

91.7% Career Guidance Centers
100.0% Building Fairness Centers
95.5% Single Parent/Homemaker Programs
100.0% Consumer and Homemaker Education Program (CHEP) project
90.5% Community-Based Organizations (CBO)

The information illustrates that the State Board made a concerted effort to establish centers and special services in areas with high concentrations of unemployment and special needs.

In Illinois 50 of its 102 counties have unemployment rates with double-digit figures.

Future Directions

Implementation of secondary regional delivery systems beginning in fiscal year 1989 will cause use of the regional delivery system (RDS) as eligible recipients in lieu of public school districts. This will consolidate the 559 public school districts and 34 area vocational centers now receiving vocational education funds into 58 secondary regional delivery systems.

To determine the rates, the low-income factor will use the levels from all participating districts, and the unemployment factor will incorporate the county rates of all participating districts. The results of the new method will be the following:

46.6% RDS's designated as economically depressed, 53.4% are not.
82.8% RDS's designated as having high unemployment rates, 17.2% do not.

EFFECTIVE PROGRAMS AND SERVICES

Funds designated to economically depressed areas may be used to affect the economy of the area in two general ways. One is to create or increase employment in the area. The other is to improve or increase the competence or skills of individuals in the area so they become more employable or more competitive in the labor market.

By targeting funds for the expansion of employment opportunities, unemployment can be reduced and the overall economy enhanced. Targeting funds to increase the competency levels of workers and future workers contributes to decreasing unemployment, but also helps those individuals to get better jobs. In many cases, the training provides the skills needed for the workers to maintain their employment. Improving the labor force or pool of competent workers is a strategy often used to entice new and expanding companies into an area.

HITS (High Impact Training Services) Programs

The HITS program in Illinois is a quick-start training program designed to train workers for new or expanding businesses or industries. HITS is not designed specifically for economically depressed areas; however, three-fourths (76%) of the HITS funds in FY 88 served these areas. HITS illustrates the effectiveness of initiatives designed to raise employment and occupational competencies in depressed areas. By design, HITS does both.

HITS serving economically depressed areas:

- 72% of the institutions delivering HITS
- 81% of the firms served by HITS
- 79% of the HITS workers trained
- 76% of the HITS funds used

HITS in economically depressed areas alone provided training services for 89 new or expanding businesses or industries. These HITS programs trained or upgraded the skills of 3,757 people. These people became employable by the firm or if they were already employed, were able to maintain their employment by upgrading their skills or acquiring new skills.

Some areas of the state served by HITS were more economically depressed than others.

- In areas having an economically depressed rate of 20% up to 30%, there were five firms using the HITS funds and 718 individual workers trained.

- Programs operating in areas with individual low-income rates ranging from 30% to 40% had 66 firms that received assistance and 2,891 individuals that received training that was either new or helped to upgrade their skills.

- Eight companies residing in economically depressed areas having a low-income rate above 50% were able to use the HITS program to improve the occupational competence of 148 workers.

HITS is a state-funded program. State funds used for the program help Illinois to maintain its state effort in supporting the Perkins Act. HITS programs also assist in meeting many of the purposes outlined in the federal legislation.

CHEP (Consumer and Homemaker Education Program)

CHEP in Illinois has served individuals from low income families for 17 years. It is a highly successful program which was initiated by the State Board and is operated through the Cooperative Extension Service of the University of Illinois at Urbana–Champaign. Funds from the Perkins Act help to support the program.

CHEP targets Illinois' two most depressed areas of the state, Chicago including Cook County and the East St. Louis area of Madison and St. Clair Counties. In addition to being economically depressed, the areas have high concentrations of single–parent families, teen parents, and displaced homemakers.

Program Content. Services provided through CHEP improve employment–related competencies, rather than specific occupational skills. CHEP helps individuals raise their level of self–esteem, set goals, make decisions, improve their own standards of living, assess their marketable skills, and develop job–seeking skills. Its focus is one of self–improvement which ultimately helps people become more employable.

Other program elements include family management; parenting; financial resource management; individual and family needs related to food, home, health, and safety; community services; consumer responsibilities; and filing income taxes.

Program Impact. CHEP staff surveyed 23 participants following job readiness instruction. Of those respondents, 12% were male, 88% were female. Highlights of the responses found:

- 74% had returned to school
  - 31% GED
  - 18% Trade school
  - 43% Community college
  - 4% remedial adult education
- 30% found employment (retail sales, custodial, library and social worker assistants, secretaries, one established own business)
- $4.25 average hourly wage ($3.75–$5.50 range)

Another CHEP survey of 23 participants was conducted following lessons regarding finding paid employment outside the home. In this group, 26% were males, 74% were females. Highlights of other findings include:

- 82 lessons in job–readiness and decision–making taught
- 61% placed in jobs; first job for 30% (office assistant, security guard, custodial, secretarial, nurse's aid, gardener)
- $4.65 average hourly wage ($3.35–$8.00 range)
- 65% have a job goal
- 61% have a written resume
- 65% have filled out a job application
- 47% have interviewed for a job

- Reasons given for unemployment (prior to enrollment)
  - 43% full-time homemakers
  - 22% laid off
  - 22% ill
  - 22% needed more education/training
- Impact of having a job
  - 61% more self-confident
  - 61% more income
  - 13% fewer arguments with family
  - 17% less time with family

For ten years CHEP has offered a tax education program. Nearly 15,000 people have participated and received over $8,400,000 in refunds. In FY 88, 1,736 people participated and received $1,830,000 in refunds.

CHEP staff surveyed a sampling of 196 tax program participants and found that participants return in subsequent years. Approximately 1/3 were first-year participants, 1/3 were second-year, and 1/3 had participated three or more years. Other information gathered included:

- 20% first tax refund ever received
- 34.7% received $201-500 tax refund
- 40.5% received a tax refund between $501 and $1,000
- 15.8% received a refund over $1,000

Of the sample survey participants, most had shared the tax education lessons with others. This included:

- 85% shared with 243 relatives
- 74% shared with 165 neighbors
- 75% shared with 177 co-workers

Structure. Design of CHEP incorporates paraprofessionals who work with participants on an individual basis or as a group. Participation is ongoing with individual lengths of involvement ranging from less than six months to nearly four years. CHEP encourages participants to teach others in the family and neighborhood what they have learned.

CHEP administrators have identified several program elements which contribute to its success. The elements may be worthy of repetition in designing other intervention programs to serve targeted populations in economically depressed areas. Examples include:

- Addresses a wide range of needs that cross traditional professional and bureaucratic boundaries.
- Structures the program to be flexible to meet individual needs, particularly "crisis" needs.
- Works with participants in the context of their surroundings.
- Selects staff from within the community to promote a sense of caring and of trust.
- Provides continuity in relationships between the program and its participants.

- Operates in nontraditional settings, (i.e. it goes into the neighborhood centers and the homes).
- Reduces barriers to participation by helping to make child care and transportation available.

At the present time, CHEP employs 27 people (program assistants and community workers) who provide services directly to the participants. Since its inception, CHEP has served 167,000 individuals. CHEP taps resources within the community. Other agencies cooperate to help CHEP offer its services. Each month, about 80 agencies join CHEP in providing joint programs.

Profile of Participants. (Source: CHEP, Annual Report, 1987–88) During fiscal year 1988, CHEP reached 26,856 individuals. Two–thirds (67%) were displaced or single homemakers and 65% had an annual income under $5,000. Over 1100 volunteers were used to help provide instruction.

The majority of CHEP participants are black, with Hispanics represented by nearly one out of every five. (See Figure 1.) CHEP participants are young adults, with nearly three out of every four below the age of 35. The young adults also have school–age children and a number of preschool–aged children. CHEP's neighborhood approach and individually provided services help to alleviate child care problems for participants.

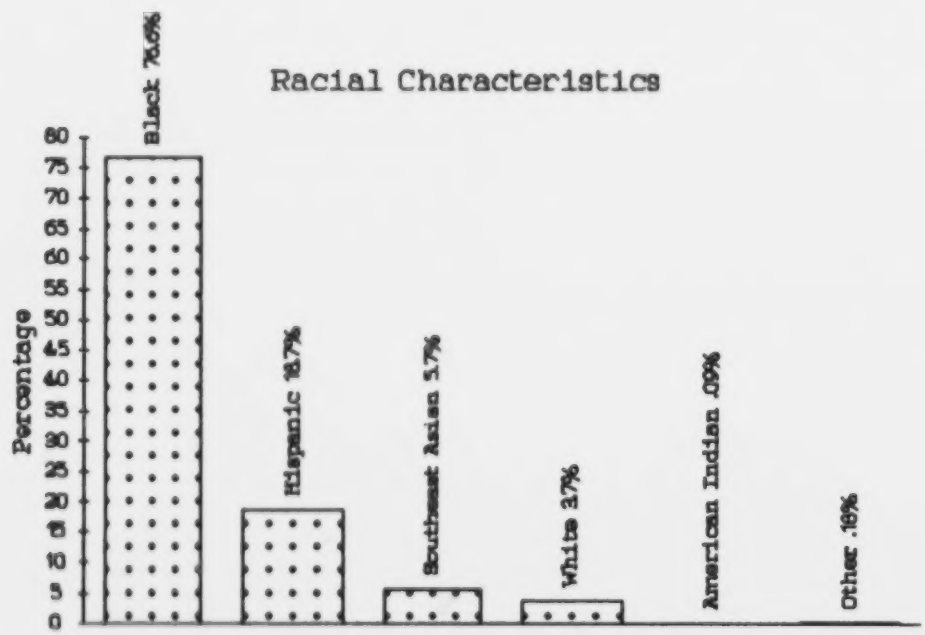


Figure 1: Racial characteristics of CHEP participants

Age of Participants	Age of Children
• 29.5%.....Under age 24	• 0-2.....20.0%
• 44.0%.....25-34 years	• 3-7.....38.9%
• 15.1%.....35-44 years	• 8-12.....25.9%
• 8.3%.....45-54 years	• 13-12....15.2%
• 2.3%.....55-64 years	
• .8%.....65 and over	

The figures below indicate the low income level of CHEP participants, thus the emphasis of CHEP on family resource management and the interest of participants in obtaining employment. Over half have an income less than $5,000.

Annual Income (estimated):

• Less than $2,000..... 1.8%	• $ 7,000 to 7,999..... 5.6%
• $ 2,000 to 2,999..... 8.1%	• $ 8,000 to 8,999..... 4.3%
• $ 3,000 to 3,999.....30.7%	• $ 9,000 to 9,999..... 3.0%
• $ 4,000 to 4,999.....24.6%	• $10,000 to 10,999.... 1.3%
• $ 5,000 to 5,999.....11.6%	• $11,000 to 11,999.... .9%
• $ 6,000 to 6,999..... 6.1%	• $12,000 and over..... 1.7%

Nearly 2 out of every 3 CHEP participants has less than a high school diploma (see Figure 2). Slightly over 6% had some college or a college degree. A very small number (less than 5%) had vocational training.

EDUCATIONAL ACHIEVEMENT LEVEL

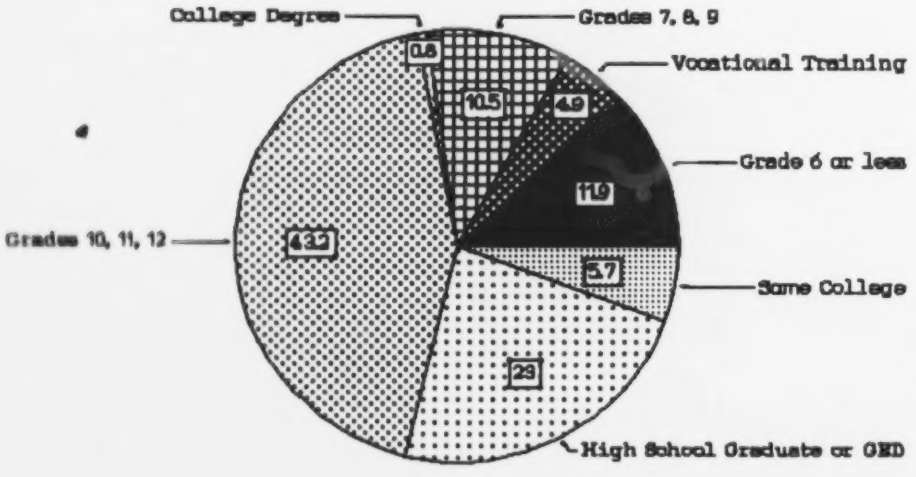


Figure 2 Educational achievement level of CHEP participants

Program Improvement. CHEP surveyed 101 professionals who work with low-income families and single parents regarding topics of greatest importance to these groups. Three out of four selected "how to find a job" as the topic of most interest to low-income families. Nearly 70% percent selected "how to go back to school." Other topics related to employment skills included "how to make decisions" (63%) and "how to start a home business" (21%).

A survey of 645 single parents asked what topics would be most important in programs offered to help them. The results showed "how to find a job" at the top with "how to make decisions" second. "How to start a home business" and "how to go back to school" were selected by over one-fourth of those responding. CHEP plans to use the information in making program improvements and additions.

Other Programs

The Illinois Community College Board has Disadvantaged Student Grants which target students needing economic support. These are further discussed in ICoVE's Technical Report #5, Access of Targeted Populations to Quality Vocational Education.

Adult education programs designed and supported through federal legislation and state appropriation provide additional support and thrust to economically depressed adults in Illinois. Efforts to coordinate services to adults should be enhanced if coordination with the adult education service regions, EFE regional delivery system and community college districts work together closely.

ASSESSING IMPACT

Most of the programs and services provided to economically depressed areas of the state are provided through regular programs delivered at local institutions. Special projects are used to deliver services to concentrations of target populations. In addition, funds go to local institutions to provide special services and instruction for individuals participating in vocational education programs.

The Council found no indication that efforts are being made by the State Board to determine whether or not funds received from the Perkins Act are actually "raising employment or improving the occupational competencies of citizens" in the economically depressed areas.

The manner in which data are collected at the State Board level makes simply tracking the funds to the designated areas a laborious effort. Follow-up activities regarding the impact of the funds do not occur.

ICoVE Survey Results

In a survey of vocational educators working with the secondary regional delivery systems and in the community colleges, as well as JTPA personnel in the service delivery areas, ICoVE inquired about the effectiveness of serving the economically depressed areas.

Using a continuum, respondents were asked to rate how adequately and effectively Illinois had assisted the most economically depressed areas of the state to raise employment and occupational competencies of the citizens. Raising employment and occupational compentencies in economically depressed areas is one of the purposes of the federal legislation for vocational education (i.e. Perkins Act).

The rating scale of the continuum used "five" to represent "very" adequately and effectively. A "one" indicated "not very" adequately and effectively. Ratings were averaged for each participant group. (See Table 2.)

TABLE 2

SERVICES IN ECONOMICALLY DEPRESSED AREAS

Question: How adequately and effectively has Illinois met the purposes of the Carl D. Perkins Vocational Education Act to assist the most economically depressed areas of the state to raise employment and occupational competencies of its citizens?

Response Group	Average Rate
Regional Delivery System Personnel	3.00
Community College Personnel	2.92
JTPA Service Delivery Area Personnel	2.38

Continuum: 5 = Very; 1 = Not Very

ICoVE inquired about eight purposes stated in the Perkins Act (plus one national purpose). The respondents believed that Illinois had been less effective in adequately serving the economically depressed areas to raise employment and occupational competencies than it had been in meeting any of the other 7 purposes of the Perkins Act. (See ICoVE Report number 23 for ratings of the other seven purposes.)

CONCLUSIONS

- The State Board complies with regulations of the Perkins Act by distributing over half of its funds to economically depressed areas of the state.

- About 45% of the state's secondary eligible recipients are designated as economically depressed. This, coupled with the fact that most of the state's largest districts are economically depressed (enrollment drives funds), nearly assures that over half of the secondary funds will go to areas that are economically depressed.

- Over 70% of the community college districts are designated as economically depressed, therefore, reaching the required level in postsecondary institutions is not difficult.

- Illinois serves special needs of economically depressed areas, however, few programs are specifically designed for that purpose (i.e. there is no special thrust).

- Adequate information to describe the impact of services and programs in economically depressed areas is limited.

- Available information concerning special programs operating in economically depressed areas indicates these programs are highly successful.

- When fully implemented, the new delivery of vocational education through the secondary RDS and the community college districts will be conducive to assessing, planning, and providing programs to raise employment and improve the occupational competencies of citizens residing in economically depressed areas of the state.

- Emphasis of the State Board focuses on individuals who are economically disadvantaged, rather than on geographic areas of the state which are economically depressed.

RECOMMENDATIONS AND SUGGESTED ACTIONS

RECOMMENDATIONS

The Illinois Council on Vocational Education recommends that the Illinois State Board of Education

- Study the merits of targeting the most severely economically depressed areas of the state with special programs to determine the impact programs could have on decreasing unemployment and raising the occupational competencies of area citizens.

SUGGESTED ACTIONS

The Illinois Council on Vocational Education suggests that the State Board consider the following actions for economically depressed areas in Illinois.

- Compile existing data and information to reflect efforts of the State Board to provide services and programs to areas that are designated as economically depressed.
- Assess the unmet needs of economically depressed areas to determine needs which can be filled.
- Review program information and unmet needs regarding economically depressed areas and determine if further efforts are needed.
- Pilot some already successful special programs in economically depressed areas to determine the most effective ones for raising the employment and improving occupational competencies in those areas if a need exists.
- Identify appropriate assessment measures for determining whether or not programs and services provided in economically depressed areas are raising the employment and occupational competencies of the citizens being served.
- Encourage recipients of the CHEP funds to form a coalition with other agencies serving the same clients.

RESOURCES

Illinois State Board of Education. Department of Adult Vocational Technical Education. ***A Catalyst for Change.*** Consumer and Homemaker Program. 1988.

———***Success.*** Consumer and Homemaker Education Program Annual Report. Fiscal Years 1987–88. Cooperative Extension Service. University of Illinois. Urbana/Champaign. College of Agriculture.

———***Depressed Area, FY 1988, Based on Concentraton of Low-Income Individuals Enrolled.*** Unpublished Data. August 22, 1988..

———***Depressed Area, FY 1989, Based on County Unemployment Rates.*** Unpublished Data. August 22, 1988.

———***FY 1989 Depressed Areas.*** Unpublished Data. September 7, 1988.

FEDERAL FUNDING STATEMENT

Federal Vocational Education funds provided through P.L. 98-524, The Carl D. Perkins Vocational Education Act of 1984, were used to publish this report by the State of Illinois Council on Vocational Education.

ICoVE MEMBERSHIP

GERALD W. SCHMIDT
ICoVE Chair, 1988-89
Manager, Training & Public Affairs
Caterpillar, Inc.
Aurora, IL

HON. GORDON L. ROPP
ICoVE Past Chair, 1986-88
State Representative, 88th District
Dairy Farmer
Bloomington, IL

HARTZEL L. BLACK
ICoVE Vice Chair
Dean, Correctional Education
Southeastern Illinois College
Central Administration Office for
Correctional Education
Vienna, IL

ROBERT M. BECKWITH
Manager, Education & Small Business Depts.
Illinois State Chamber of Commerce
Chicago, IL

RONALD BORELLI
President
CBM Computer Center &
James F. Cahill and Co.
Peru, IL

JAMES E. DENNY
Director, Organization/Human
Resource Development
International Minerals & Chemical Corp.
Mundelein, IL

MARIE MALINAUSKAS
Conference Coordinator
Division of Continuing Education
Southern Illinois University
Carbondale, IL

INA MINSKY
Career Counselor
Jewish Vocational Service
Skokie, IL

RONALD C. MOREHEAD
Field Representative
Illinois AFL-CIO
Manpower Assistance Program
Bloomington, IL

DR. JOSEPH C. PILAND
President
Highland Community College
Freeport, IL

VALEE L. SALONE, Esq., ACSW
Executive Director
Nia-Comprehensive Center for
Developmental Disabilities
Chicago, IL

MARY BETH STINE
System Director
Clay-Jasper-Richland-North Wayne
Regional Vocational System
Flora, IL

GERALD M. SULLIVAN
Secretary/Treasurer
Chicago Journeymen Plumbers
Local #130
Chicago, IL

ICoVE STAFF

PETER JOHNSON
Executive Director

CAROL MOELLMAN
Assistant Executive Director

KRISTI KATCHER
Secretary

PEGGY ITTENBACH
Secretary

ILLINOIS COUNCIL ON
VOCATIONAL EDUCATION
100 Alzina Building
100 North First Street
Springfield, Illinois 62702-5186
(217) 782-2892

Investing in People

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois June 1989 1M 9-10689-95 No. 129